DOCUMENT RESUME

ED 482 542 SP 041 819

AUTHOR	Clarke, Anthony, Ed.; Erickson, Gaalen, Ed.
TITLE	Teacher Inquiry: Living the Research in Everyday Practice.
ISBN	ISBN-0-415-29795-8
PUB DATE	2003-00-00
NOTE	247p.
AVAILABLE FROM	RoutledgeFalmer, 29 West 35th Street, New York, NY 10001-2200 ($29.95). Tel: 212-216-7800; Fax: 212-643-1430; Web site: http://www.routledgefalmer.com.
PUB TYPE	Collected Works - General (020)
EDRS PRICE	Document Not Available From EDRS.
DESCRIPTORS	Action Research; Administrators; Cooperating Teachers; *Educational Research; Elementary Secondary Education; Evaluation Methods; Faculty Development; Family School Relationship; Higher Education; Instructional Leadership; Literacy Education; Preservice Teacher Education; Problem Based Learning; Reading Achievement; Research Methodology; Teacher Collaboration; *Teacher Researchers; Teacher Student Relationship; Vocabulary Development; World Wide Web
IDENTIFIERS	Caring; Collaborative Research; Knowledge Development

ABSTRACT

This book includes 22 papers in three parts. After (1) "Teacher Inquiry: A Defining Feature of Professional Practice" (Anthony Clarke and Gaalen Erickson), Part 1, "Enacting Teacher Research in Practice Settings," includes (2) "Writing Matters: Exploring the Relationship between Writing Instruction and Assessment" (Kim Douillard); (3) "Play(ing)--Living: Researching Creative Growth" (Miriam Cooley and Chris Lugar); (4) "Learning through Sketching" (Danan McNamara); (5) "Shall We Dance? Researching the Way We Match Student Teachers with School Advisors" (Peter Gouzouasis and Barbara Leigh); (6) "One Teacher-Researcher's Continued Quest to Improve Her Students' Vocabulary to Boost Their Achievement in Reading" (Vinnie E. Acklin); (7) "Teaching from the Inside Out: An Image-Based Case Study of Teacher Development in 'Learning through the Arts'" (Kit Grauer and Rosamar Garcia); (8) "Tunngavik Homework Helpers: An Action Research Project Exploring a Northern School-Family Partnership" (Elizabeth Kreuger and Jim Kreuger); (9) "Circles of Caring: Living Curriculum in the Classroom" (Ron Avery, Marina Carter, Sukhy Dhillon, Donelda Henderson, Kathy Lavery, and Louise Panziera); (10) "Ethical Obligations in Teacher Research" (Sharon Shockley Lee and Owen Van Den Berg); (11) "What are the New Literacies? Writing and Teaching and Living with the Questions" (Erika Hasebe-Ludt, Robin Bright, Cynthia Chambers, Leah Fowler, Michael Pollard, and Pamela Winsor); and (12) "How We Have Grown: Reflections on Professional Development" (Donna F. Nelson, Kay Strouse, Christine Waechter, and Henry St. Maurice). Part 2, "Methods and Models in Teacher Research," includes (13) "Using the World Wide Web for Researching Teaching-Learning Relationships" (Garry Hoban); (14) "Problem-Based Learning as a Research Tool for Teachers" (Elizabeth Jordan, Marion Porath, and Gillian Bickerton); (15) "Poetic Moments in the Classroom: Poetry as a Tool for Teacher Research and Professional Development" (Amanda Nicole Gulla); and (16) "Experiences of Fear and Pain in Teaching: A Collaborative Arts-Based Inquiry" (Susan Walsh). Part 3, "Emergent Issues in Teacher Research," includes (17) "Exploring the Nature of Teacher Research" (John Loughran); (18) "Knowledge-Creation in Educational Leadership and Administration through Teacher-Research" (Jack Whitehead and Jacqueline

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D. Delong); (19) "Why Do Teacher Research? Perspectives from Four Stakeholders" (Ian Mitchell); (20) "Working on the Underbelly of the Underdog: Listening for the Ring-of-Truth in a Teacher-Researcher's Story" (Judith McBride); (21) "Working it Out: When is Evaluation Not Evaluation?" (Jean McNiff); and (22) "The 'Look' of the Teacher: Using Digital Video to Improve the Professional Practice of Teaching" (Sarah Fletcher and Jack Whitehead). (Papers contain references.) (SM)

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